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ABSTRACT

Based on a need for occupational training materials in female corrections education, an eighteen-month project was conducted to (1) assess non-stereotyped occupational skill training interests and needs of women offenders in Virginia, (2) design model training curricula to meet the assessed needs, (3) develop training materials to implement programs using the curricula, and (4) pilot test and evaluate the materials. Written questionnaires were administered to a sample of 200 offenders followed by personal interviews to assess vocational training interests and needs. Searches were also conducted to identify existing resources. Instructional materials were then developed and field tested in six occupational areas: child care aide; clothing services and machine repair helper; floral assistant; health aide; receiving clerk; and sanitarian aide. Based on testing and third-party evaluation, six program guides were revised and produced in final form. (Questionnaires and pilot test data and analyses are appended. The program guides are available separately--CE 017 809-814.) (JH)

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FINAL REPORT

Project No. 498AH60107

Grant No. G007604314

Developing Program Models and Prototype Training Materials to Meet Occupational Training Needs of Adult Women Offenders from a Correctional Institution

Research Project in Vocational Education
Conducted Under Part C
of Public Law 90-576

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March 1978

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Era F. Looney
March, 1978

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I

INTRODUCTION

This study was prompted by a need for quality occupational training materials in female corrections education. The paragraphs which follow relate to this need, to the objectives established to address this need, and to literature dealing with corrections education.

Problem Area

Policy makers and corrections education personnel are currently concerned with providing rehabilitative intervention during incarceration which will lower recidivism (Herschler, 1975). Dr. Daniel Glaser (Carpenter, 1976) also reported findings pertinent to vocational training in his monograph Strategic Criminal Justice (1975), for the National Institute of Mental Health's Center for Studies of Crime and Delinquency. In reference to the career-oriented criminal, Glaser indicated that

> the recidivism of this group becomes lower if they are given programs that emphasize tangible rewards (e.g., pay or privileges) for significant achievements in the pursuit of legitimate alternatives to crime (e.g., earning academic credits or mastering usable vocational skills) than if they are given programs emphasizing counseling or psychotherapy. (Carpenter, p. 71)

Previously, women offenders received relatively fewer opportunities for vocational training than their male counterparts (Foster, 1975). In view of the expansion of women's roles in today's society to include that of breadwinner, the range of vocational training programs for females needs to be re-evaluated. Provisions should be made for women offenders to re-enter society ready to assume newly required wage-earner roles. Foster (1975, p. 113) reported, "Recent studies show that 70 percent to 80 percent of the women offenders have children in many cases dependent upon them for support."

The thrust of this project was to improve vocational training programs for female offenders by providing training curricula and materials for use when specific training programs are established in the future.

Objectives

Providing a range of vocational training programs for female offenders requires more than a piecemeal effort. In order to ensure that training programs are provided which develop or upgrade occupational skills, high quality training materials must be utilized. The primary objective of this project was to develop and test in a systematic manner curricula and materials for development and upgrading of occupational skills of female offenders. More specifically, the project focused on:

1. conducting an assessment of the non-stereotyped occupational skill training interests and needs of women offenders in Virginia.

2. designing model training curricula to meet the assessed needs.

3. developing training materials to implement pr grams using the model curricula.

4. pilot testing and evaluating the materials to obtain feedback regarding their usability and acceptability, and making appro-priate revisions based upon this feedback.

Related Literature

> The outstanding figure in planning for prison education was Zebulen Brockway. In 1861 at the Detroit House of Correction he developed an industrial program and instituted in this country the first grading system based on the degree of reformation (prisoner attitude). (Morris, 1974)

Morris (1974) goes on to describe how in the 1930's the Committee of Education of the American Prison Association provided a catalyst for action. Academic and training programs were instituted in New York, California, and the Federal Bureau of Prisons.

In 1952-53 Southern Illinois University and the Illinois State Penitentiary at Menard prepared a course of study and supplied teachers for inmates in automotive courses. According to Morris (1974) this was the first such cooperative effort in the nation.

A current corrections education innovation is a comprehensive model system where parts are interrelated. This example is proposed by Bregman and Frey (1976) for correctional institutions to lead to a competent social being.

Proposed Model

Competencies and Character Cultivation	Cognitive Knowledge Psychomotor Skills	Affective Behavior
Skills	1. Trade Skills employability Basic Skills writing, computation, speaking	3. Human relations Social Skills
Attitudes Understanding Motivation	2. Technology, Economics Consumer Education Career Development Decision Making	4. Self Concept Value Clarification Citizenship
Input from 1 and 2 = Economic Role	Input from 1,2,3,4 = Competent Socialized Being	Input from 3 and 4 = Social Role

Although not all-inclusive, project curricula do incorporate aspects of each major component of Bregman's and Frey's model.

A survey was conducted by Glick (1976) to collect data on women in jails and prisons in 12 states. Most incarcerated women were revealed to be poor, uneducated, unskilled, minority group members with dependents. Legitimate work experience was generally limited, particularly among younger women.

Women in prison suffer not only the general deprivations of the correctional system, but have special disadvantages such as lack of care of their children, sketchy vocational training, and limited access to medical care and counseling (Goldfarb, 1975).

A considerable amount has been written and studies conducted on corrections education, some of which addressed female offenders. The literature and studies reported in the paragraphs which follow are representative of those efforts in corrections education which relate to the focus of this study.

Incarceration serves a variety of aims -- to isolate, to punish, to rehabilitate. A statement by Herschler (1976, p. 5) provides a rationale for educational intervention during incarceration:

> Poor education does not necessarily cause crime. We can say, however, that the greater the problems of people, including educational problems, the more likely it is that they will resort to crime, either out of frustration or because of economic needs. This is particularly true if people do not have the skills to get secure jobs.

Morris (1974) highlights the general background and historical development of programs for education in prisons: "The first school system for all prisoners was established in Maryland in the 1830's followed by a New York law of 1847 appointing instructors in its prisons." The main purpose of the early programs was to remedy illiteracy.

Throughout the literature the majority of prison officials are reported to proceed on the theory that the way to reduce crime and recidivism is to train incarcerated persons for meaningful employment upon release. Trends indicate a positive result of vocational training efforts in corrections. This research project is a further step related to previous and current studies in formulating generalizable knowledge for vocational training in correctional institutions with emphasis upon meeting non-stereotyped training needs.

II

PROCEDURE

This section describes the steps taken in conducting the project. Initial discussion relates to the general strategy that was used. Descriptions follow of instrument development, resource materials identification, new materials determination, prototype materials development, materials testing, third-party evaluation, and materials revision.

General Strategy

In order to meet specified objectives in a timely manner, the project was divided into several product phases. These phases, which reflect the systematic development of instructional materials (Baker and Schutz, 1972), included: developing a needs assessment instrument, conducting the needs assessment, identifying existing resources, determining new materials needed to meet training needs, developing prototype training materials, testing materials, subjecting materials to a third-party evaluation, and making necessary revisions to the materials. The product development process is presented graphically in Figure 1. Each of the steps in this process is detailed in subsections which follow. A project management plan is also provided (Figure 2). This plan details key points at which the product development process was monitored to determine progress made toward attainment of project objectives.

Instrument Development

Initial efforts of project staff were directed toward the development of an appropriate needs assessment instrument. This aspect of the project was extremely critical since needs assessment data served as a foundation for training materials development. Instrument content was obtained from a variety of sources. Relevant research studies were examined. Additional considerations included current worker supply and demand figures for the state of Virginia and recommendations solicited from officials at the Correctional Center. The draft instrument was administered to ten offenders nearing release, with follow-up interviews, as an additional means of gathering information on instrument suitability and content as a basis for instrument refinement. Drawn from these various sources was a listing of potential occupational areas for skill development. Each occupational area was placed on a form with two Likert-type scales. The scales were used in assessing (1) occupational interest as judged by each offender and (2) the offender's perceived need for training to upgrade her ability to obtain employment in the occupation.

All of the potential occupational areas for skill development were reviewed with the superintendent and education and counseling officials at Virginia Correctional Center for Women. A commitment was solicited to consider for future implementation any of the listed areas according to assessed priorities. Given limitations of present staff and facilities at Virginia Correctional Center for Women, implementation was considered

Figure 1

Product Development Process

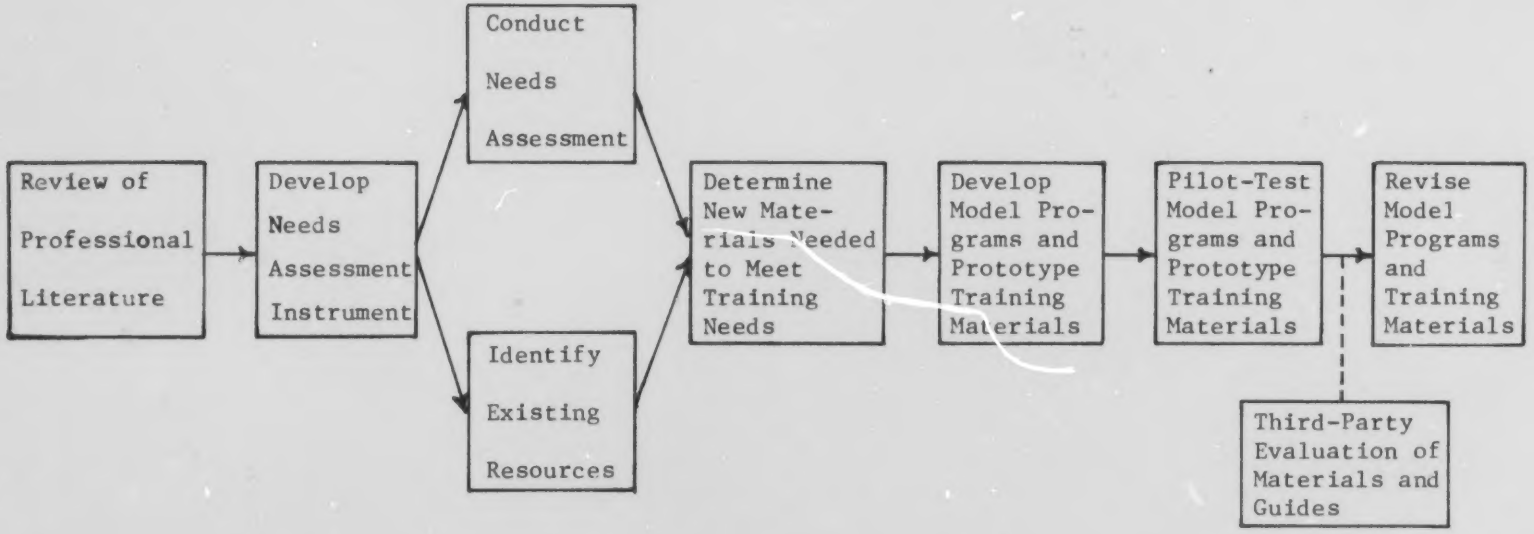
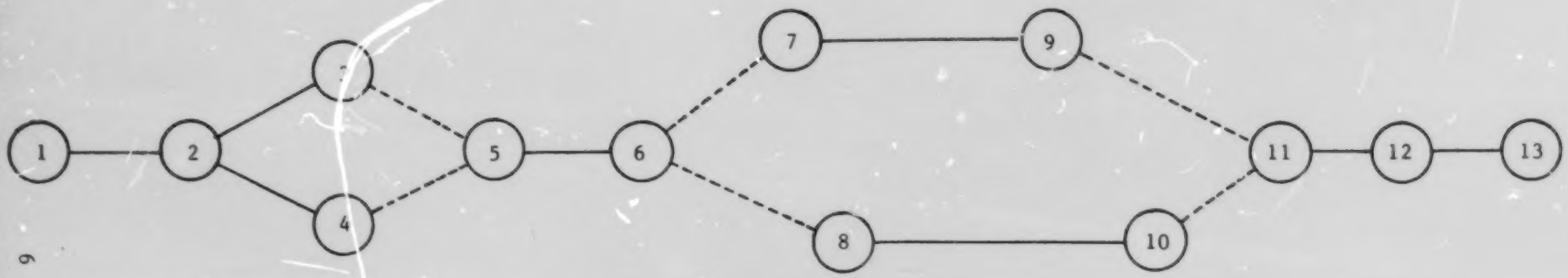

Review of Professional Literature
Develop Needs Assessment Instrument
Conduct Needs Assessment
Identify Existing Resources
Determine New Materials Needed to Meet Training Needs
Develop Model Programs and Prototype Training Materials
Pilot-Test Model Programs and Prototype Training Materials
Revise Model Programs and Training Materials
Third-Party Evaluation of Materials and Guides

Figure 2

Project Management Plan



1. Project Start (S*)
2. Complete Review of Professional Literature (S+1 mo.)
3. Complete Instrument Development (S+1.5 mo.)
4. Complete Needs Assessment (S+4 mo.)
5. Complete Resource Identification (S+4 mo.)
6. Start New Materials Determination (S+4 mo.)
7. Start Models and Materials Development (S+5 mo.)
8. Complete New Materials Determination (S+6 mo.)
9. Start Pilot Testing (S+11 mo.)
10. Complete Pilot Testing (S+11 mo.)
11. Complete Models and Materials Development (S+12 mo.)
12. Start Third-Party Evaluation (S+16 mo.)
13. Complete Third-Party Evaluation (S+16 mo.)
14. Complete Model and Materials Revision (S+18 mo.)
    Project End.

*S represents project start date.

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feasible for all training areas listed on the instrument. It should be noted that several nontraditional training options (i.e., welding, automechanics, etc.) were excluded on that basis. Furthermore, it was determined that Virginia labor force demand exceeded supply for workers in each of the potential occupational areas for skill development. The final draft of the needs assessment instrument which contains twenty items may be found in Appendix A.

Additionally, an information form was used to gather demographic data about the women offenders. Data obtained was used to provide background profiles of persons involved in the study (See Appendix B.).

Needs Assessment

The assessment of vocational training interests and needs of women offenders in Virginia involved administering written questionnaires to the offenders followed by brief personal interviews with several for verification purposes. Additional demographic information available from institutional files was recorded on a form designed for that purpose.

The sample was drawn from all 200 assessible offenders at the Virginia Correctional Center for Women.* Those offenders in quarantine and maximum security facilities were not approachable during the conduct of the needs assessment and consequently were not considered to be a part of the study population. Participation in the study was voluntary. Women offenders were informed of the study in advance and were requested to attend a career slide presentation given by project staff for orientation to the nature of work associated with each of the occupational areas included on the assessment instrument. The following day the offenders were released on a rotating basis from their routine activities to complete the questionnaire. All offenders volunteering for this study were asked to sign a release form giving project staff permission to use the data collected as deemed necessary. Twenty-five of the volunteers agreed further to be interviewed personally in order to verify and amplify the written responses, using an interview record form designed for that purpose (See Appendix C.).

Several weeks after the instrument administration, a follow-up visit was made to the Correctional Center to collect missing data on several questionnaires. Usable returns were finally obtained from 74 women offenders. In order to better understand the subjects and their institutional setting, a description follows.

Established in 1931, the Virginia Correctional Center for Women confines all adult women sentenced by the state to a prison term. The population consists predominately of racial and ethnic minorities, including 65 percent blacks.

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*Figure is approximate. Exact number of assessable offenders housed at the correctional center the day of instrument administration was not known to the investigators due to constant fluxuation in attendance conditions.

Demographic characteristics of the sample were obtained by way of mean responses to specific questions. On the average, women in the study sample were 20 to 29 years of age and separated or divorced. They had completed between the 9th and 12th grade of school and were involved in some type of education program, including vocational, at the Correctional Center. The average length of stay was 22 months. Mean responses indicated that women in the sample both wanted and expected to obtain the equivalency of a two-year community college diploma at some point in their lives. The women indicated that they definitely intended to look for work within six months after leaving the correctional center, were willing to work at least 40 hours a week at a job, and expected to earn $11,000 to $15,000 a year for full-time employment.

Instruments were scored and the results placed on data cards. Statistical analysis was performed using the computer. Priority occupational areas were ranked on the basis of greatest interest and need. The result is displayed in Appendix D.

Resource Materials Identification

Concurrent with needs assessment activities the project staff conducted searches to identify existing resources which could be used to develop or upgrade occupational skills of women offenders. Computerized searches of Research in Education, Current Index of Journals in Education, AIM and ARM were conducted via the ERIC Information Center. Manual searches were also conducted. These consisted of examining publishers' catalogs and similar areas which were not accessible by computer. Publications listings were obtained from seven university curriculum laboratories (see Appendix E). Resources that had potential to help meet training needs were obtained and filed for future reference.

New Materials Determination

After determining high priority areas for skill development and upgrading of female offenders, identified resources were reviewed to ascertain which of them could be utilized. This procedure ensured that project staff would utilize existing resources as much as possible and not duplicate work which has already been done elsewhere.

An example is the use of two previously developed guides from a U.S.O.E. funded project: Principles of Infection Control in Health Facilities (1971) and The Care and Cleaning of Housekeeping Equipment and the Storage Room in Health Facilities (1971). To upgrade such a training program to prepare graduates who could serve as members of health teams, the job title was changed to "Sanitarian Aide" and appropriate revisions were made in the previously developed materials.

Materials Development

Although numerous materials might possibly be developed, time and dollar constraints dictated that only the highest priority areas be considered when training materials were being developed. Consequently, it was decided

that instructional materials be developed in six key areas. As indicated earlier, these included areas deemed of most interest to and most needed by female offenders in Virginia. Three of the occupational areas ranked high by the offenders (data processing, office and clerical, and cosmetology) were not selected for development by the project staff due to the fact that adequate related programs were already currently in operation at the Correctional Center. Officials from the Correctional Center were given opportunity to respond to the needs assessment data and to make recommendations for material development.

The six occupational areas that were determined as being most meaningful for development included:

1. child care aide
2. clothing services and machine repair helper
3. floral assistant
4. health aide
5. receiving clerk
6. sanitarian aide

Occupational advisors who served as training materials development consultants included Lloyd Hall, Department Head for Maintenance and Mechanics, Imperial Reading Corporation, Christiansburg, Virginia; Louise Wells, Director of Nursing and Health, American National Red Cross, Richmond, Virginia; Vickie Weaver, Director, Homemakers Upjohn, Roanoke, Virginia; Dianne Relf, Assistant Professor, Department of Horticulture, VPI & SU; Donald Kohns, Assistant Professor, Distributive Education, VPI & SU; Sally Trammel, undergraduate student, Horticulture Department, VPI & SU; and Charles Grimes, Instructor, Agricultural Education, VPI & SU.

Three instructional modes were utilized in developing model curricula and materials for the six occupational training areas. First, an individualized approach which utilized programmed instruction was followed in fields of interest where supervised on-the-job training in institutional maintenance and operations was available, but demand for formal instruction was too low to justify hiring instructors. An example was Receiving Clerk in the Correctional Center's warehouse, for which individualized instruction was developed to assist in transferring the skills practiced to the outside world of work. Secondly, individualized learning packages were developed in two areas, Clothing Services and Machine Repair Helper and Child Care Aide, to supplement traditional group instruction by providing specialized skill development and/or career information. Thirdly, traditional group instruction was the sole mode of instruction followed in development of curricula and training materials for Floriculture Aide. Appendix F provides a general description and outline of the format used for model curricula and materials.

Materials Testing

After each model curricula and accompanying set of training materials were developed, final arrangements were set for pilot testing by the project staff. Cooperative arrangements were made to involve instructors/supervisors and classroom/laboratory space at the Correctional Center under the direction of a project staff member. Project staff pilot-test "directors" were assigned to occupational areas as follows:

Child Care Aide	Lucy Dennison
Clothing Services and Machine Repair Helper	Era Looney and Sam Morgan
Floriculture Aide	Era Looney
Sanitarian Aide	Kathy Novak
Home Health Aide	Kathy Novak
Receiving Clerk	Kathy Novak

Samples of the materials were selected from the first, middle, and last sections for each of the occupational areas and organized into a cohesive sequence of learning activities for the pilot-test period.

The purpose of the pilot testing was to determine to what extent:

1. female offenders master instructional objectives.

2. female offenders perceive training materials and strategies as being effective.

3. instructors/supervisors at the Correctional Center involved in presenting the training materials perceive them as being effective.

Each set of training materials was tested at the Correctional Center in a classroom/laboratory setting. Offenders and instructors'/supervisors' perceptions of training package effectiveness were assessed via self-report instruments developed by project staff. Offenders' mastery of instructional objectives was assessed by means of pre- and post-criterion-referenced assessments included in each set of training materials. Certificates of participation were awarded to offender volunteers who completed the pilot-test activities.

The evaluation summary in Table I provides information about the sizes of groups that used the modules as well as the dates and times at which the training materials were tested. Tables of specification for pre- and post-criterion referenced assessments are included in Appendix G. Item analysis was conducted on the criterion-referenced pilot-test assessments.

Summaries of training materials test results may be found in Appendix I. For the six sets of training materials, information is reported about offenders' responses to each of 18 evaluative questions on the report form.

Table I. Evaluation Summary

Modules Developed	Questions Related to Pilot Testing	Groups Pilot Tested*	Test Results
Child Care Aide	1. Do students master training material objectives?	10 students 8-10 a.m., daily	See Appendix H
Clothing Services and Machine Repair Helper		8 students 2-4 p.m., daily	See Appendix H
Floriculture Aide	2. Do students perceive each set of training materials to be an effective teaching/learning device?	14 students 8-10 a.m., daily	See Appendix H
Home Health Aide		10 students 1-3 p.m., daily	See Appendix H
Receiving Clerk	3. Do instructors/supervisors presenting each set of training materials perceive it to be an effective teaching/learning device?	7 students 6-8 p.m., daily	See Appendix H
Sanitarian Aide		7 students 8-10 a.m., daily	See Appendix H

*Virginia Correctional Center for Women, Goochland, May 30 - June 3, 1977.

In regard to instructors'/supervisors' perceptions, the training materials appeared to be effective teaching/learning devices. All instructors/supervisors rated the materials as "relevant to the occupational" and rated the overall quality as "good" to "very good" on the pilot test report form (See Appendix J). Participating instructors/supervisors felt that the materials followed a logical learning sequence and that the content was presented in a manner easy to understand. Concerns expressed by instructors/supervisors related to time constraints of the pilot testing and generalizibility to different settings in the world of work. Comments made about the strengths of the training materials included interesting and relevant content, use of appropriate examples of business forms, clear illustrations, conciseness of instructions, and overall organization.

Third-Party Evaluation

In order to insure that project materials were acceptable, model curricula and training materials were subjected to a third-party evaluation. This evaluation was conducted after completion of materials testing. The third-party evaluation team consisted of Professor Jerome Moss, Chairman of Vocational Education, University of Minnesota, and Professor Joel Galloway, Chairman of Industrial Education, Oregon State University. The evaluation team was initially mailed a description of the project as well as a model curriculum and accompanying set of training materials. After team members had an opportunity to review the materials, a meeting was arranged in Blacksburg to discuss the project and provide access to additional project information and products. During the team's on-site visit, pilot-test data was presented and discussed. All model curricula and accompanying training materials were made available for review and critique. Discussions were held to verify the activities that had been performed by project staff. At the conclusion of the on-site review, a summary of evaluation results was presented by the team members. This was followed by a letter concerning the evaluation which is contained in Appendix K.

Third-party evaluator's recommendations included a need for further refinement of the model curricula for each of the six occupational training guides. Specifically, each of the following suggestions were offered:

1. Addition of a listing of technical terms for the occupational area.
2. Additions of content generalizations to model curricula.
3. Refinement of specificity of instructional objectives.
4. Addition of test items and/or performance rating scales to accompany criterion-referenced measures in model curricula.
5. Refinement of pre- and post-test items in future testing to improve discriminating power until item analysis data show that all items provide a positive index of discrimination.
6. Identification of teaching-learning strategies in model curricula which would be suitable for work simulations and cooperative education experiences.

7. Provision of publishers' addresses, copyright information, and any other available information to assist instructors in obtaining references and resources listed in the model curricula.

As stated by the evaluators, offender mastery of training materials apparently occurred during the pilot testing based on a comparison of pre- and post-test results. With one exception, (see Appendix H) means of post-test scores were close to the maximum possible; post-test scores were all higher than the highest scores obtained on the pre-tests.

Materials Revision

Based on testing and the third-party evaluation, model curricula and training materials underwent revision. Revisions dealt specifically with deficiencies noted by users and the evaluation team.

Ratings by offenders who used the training materials were reviewed to determine what changes might be made within the project's time limitations. Comments made by third-party evaluators were then examined to determine what refinements would be most beneficial. In addition to revisions relating to content flow, clarity, and general editing, each of the authors who revised a model curriculum was asked to address all of the seven points specified by the third-party evaluators. Also, consideration was given to reading ease of training materials for direct use of offenders.

After project products had been revised and edited in final form, each item was reproduced and made available to interested parties in each state.

III

RESULTS AND ACCOMPLISHMENTS

A balanced philosophy toward incarceration recognizes that punishment, isolation, and rehabilitation are all involved. To help redirect patterns of behavior upon release, offenders should have access to a range of services during incarceration, including education, vocational training, and counseling (Ambrose, 1977). To motivate change in behavior or rehabilitation, opportunities to change can be provided through effective vocational training that is relevant to offenders' needs.

The rise in women's economic crimes is a contributing factor to the generally increased crime rate. An Iowa study, showing that over half of the incoming female offenders were imprisoned for larceny and money crimes (i.e., receiving stolen goods, check forgery, and embezzlement), highlights a national trend. "The female ex-offender today is more frequently than ever a head of household and supporting children without the help of husband or parents" (Berger, 1977).

When all female offenders who desire training are equipped with financially rewarding skills to assume newly required wage-earner roles, they will be better able to achieve success in the working world. Female offenders should then be less likely to revert to crime due to frustration with limited participation in the world of work or economic need.

The products of this project consisted of occupational curricula and accompanying training materials that are designed to meet occupational training needs of female offenders. Since each set of materials focuses on specific high priority needs of female offenders in Virginia, many of the same needs should be relevant to female offenders in programs across the nation.

Accomplishments associated with the project included developing a needs assessment instrument, conducting an assessment of women offenders' occupational training needs, identifying existing resources appropriate to occupational training of women offenders, and determining new materials needed to meet women offenders' training needs. A total of six model curricula and accompanying training materials have been developed and pilot-tested which focus on key areas of training need. Model curricula and prototype training materials should enable instructors/supervisors in correctional institutions to provide high-quality training to female offenders in each of the six occupational areas and also allow offender mastery of training to be assessed in an objective, systematic manner.

IV

CONCLUSIONS

Based on the results and accomplishments which have been cited, it may be concluded that comprehensive curriculum development efforts can take place during a relatively short time frame. Within an eighteen month period, content was identified, conceptualized, packaged, pilot tested, and refined. While it is recognized that available time and dollars limited the number of materials that could be developed as well as the amount of testing that could be done, the work that was accomplished represents much of the standard curriculum materials development cycle.

An additional conclusion has to do with further testing of materials. Obviously, the limited testing done as part of this project represents only the beginning of testing that could be conducted. A need exists to examine how materials can be utilized in other institutional settings, including implementation of cooperative educational aspects in work release programs. Of particular interest is the workability of the module design intended for open-entry, open-exit programs in diverse settings.

The materials reported herein could be used as a basis for further testing to match learner characteristics and styles of learning to the three delivery modes used (i.e., programmed instruction, individualized learning packages, and traditional group instruction).

Work samples could be developed to coordinate with each of the six occupational areas for purposes of screening interest and aptitude for admittance to a training program. In future testing pre- and post-test items should be refined to improve discriminating power until item analysis data show that all items provide a positive index of discrimination. Refer to Appendix L for reporting of item analysis data on pilot-test versions of pre- and post-tests. While the present project has produced training materials, it will be the responsibility of project product users to further examine the materials as they are being implemented and, hopefully, report the successes and failures of their applications.

Recognizing the relationship between certain jobs and salary levels, the intent of this project was to emphasize vocational training options which were non-stereotyped for women. Accordingly, the needs assessment instrument occupational listings included training areas such as painting/wallpapering, upholstery, appliance repair, and landscaping. Tabulated data revealed that non-stereotyped areas ranked low in perceived interest and need for training by the offenders (see Appendix M).

This finding was collaborated by the results of a study by Glick (1975), who reported,

> When they get out, they . . . know that they are going to have a tough time making it in those occupations. As much as I would like to think that all women are going to opt for nontraditional jobs, it just isn't true. Women lack support groups around them and our study found that the women are opting for very traditional training programs.

Future efforts to expand vocational training options for female offenders must take into account repetitive findings of the low level of vocational aspirations among this group. A suggested component any implementation using project products should be an orientation to elevate the women's aspirations toward the world of work.

Two approaches can be considered; perhaps, both could be offered as options. The first involves informing women of the sharply contrasting opportunities in "blue collar" versus traditional women's employment. Past efforts using this approach, which were directed toward women in the non-incarcerated population, have found the use of female role models in non-stereotyped employment to be a key element of success (Looney, 1974).

A second approach can incorporate the concept of career ladders in traditionally female occupations. This approach instills aspirations toward a management level and provides information about additional education/training and experience requirements for career advancement into management. Currently, many female stereotyped occupations are dominated by males at the management level. All occupational training materials developed in this project include appropriate career ladders designed for advancement to management level.

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Appendix A.

CAREER TRAINING NEEDS CHECKLIST

What are your plans for the future? Employment depends on job training and interest in the work. What are your occupational interests? Are you trained for work in any occupations? Training programs are being offered at this institution and new occupational courses are being considered. This survey will help in planning for possible new training courses.

DIRECTIONS:

Circle the number that best describes your INTEREST in the career field. Next circle the number that best describes your NEED FOR TRAINING in that career field. DO NOT LEAVE OUT ANY CAREER FIELD.

EXAMPLE:

	YOUR INTEREST	YOUR NEED FOR TRAINING
A. Hobby Examples of Hobbies 1. Knitting 2. Crocheting	1 2 3 (4)	1 (2) 3 4

CAREER FIELDS	YOUR INTEREST No Interest	Little Interest	Some Interest	Great Interest	YOUR NEED FOR TRAINING No Need	Little Need	Some Need	Great Need
A. Upholstery & Furniture Refinishing Examples of Occupations 1. Work in upholstery shop or used furniture shop 2. Own your own upholstery business or furniture shop 3. Work in furniture factory & upholster new furniture 4. Refinish furniture in a used furniture shop 5. Own your own furniture refinishing shop	1	2	3	4	1	2	3	4

CAREER FIELDS	YOUR INTEREST				YOUR NEED FOR TRAINING			
	No Interest	Little Interest	Some Interest	Great Interest	No Need	Little Need	Some Need	Great Need
B. Drapery Making	1	2	3	4	1	2	3	4
Examples of Occupations 1. Work in drapery shop 2. Own your own drapery shop or business 3. Work in a department store home furnishings or drapery department 4. Work with an interior decorator								
C. House Painting & Wallpapering	1	2	3	4	1	2	3	4
Examples of Occupations 1. Work for a paint & wallpaper business 2. Own your own house-painting & wallpapering business 3. Work in a home furnishing department								
D. Small Home Appliance Repair	1	2	3	4	1	2	3	4
Examples of Occupations 1. Work in an appliance repair shop 2. Own your own appliance repair business 3. Work in the appliance repair department of a hardware store								

CAREER FIELDS	YOUR INTEREST				YOUR NEED FOR TRAINING			
	No Interest	Little Interest	Some Interest	Great Interest	No Need	Little Need	Some Need	Great Need
E. Floriculture	1	2	3	4	1	2	3	4
Examples of Occupations 1. Work in a floral shop 2. Own your own floral shop 3. Work in a green plant shop 4. Work in a nursery growing plants								
F. Landscape Design	1	2	3	4	1	2	3	4
Examples of Occupations 1. Work in a landscaping business 2. Own your own landscaping business or nursery 3. Work for a nursery 4. Work in a garden supply store								
G. Hotel-Motel Training (Hospitality)	1	2	3	4	1	2	3	4
Examples of Occupations 1. Hostess - work as a hostess in a motel/hotel restaurant 2. Waitress - work as a waitress in a motel/hotel restaurant 3. Desk clerk - work as a motel desk clerk 4. Cashier in a motel or restaurant								

CAREER FIELDS	YOUR INTEREST No Interest	Little Interest	Some Interest	Great Interest	YOUR NEED FOR TRAINING No Need	Little Need	Some Need	Great Need
H. Catering (Food & Service) & Bakery	1	2	3	4	1	2	3	4
Examples of Occupations								
1. Work in a bakery or catering business								
2. Own your own catering business								
3. Work for a hotel or motel food establishment								
4. Work for a bridal consultant service (receptions, weddings, showers)								
5. Work in a party shop								
6. School lunch cook								
7. Cook in a private home or club								
8. Fast foods (short orders)								
9. Food demonstrator								
10. Supervise food service worker in institutions, such as hospitals, nursing homes, child day-care centers								
11. Cake decorator								
12. Produce Manager (grocery store or supermarket)								
I. Child Care Assistant	1	2	3	4	1	2	3	4
Examples of Occupations								
1. Work in child care center in schools, churches								
2. Open a day care center								
3. Work as teacher's assistant in a nursery school								

CAREER FIELDS	YOUR INTEREST				YOUR NEED FOR TRAINING			
	No Interest	Little Interest	Some Interest	Great Interest	No Need	Little Need	Some Need	Great Need
J. Health Home Aide	1	2	3	4	1	2	3	4
Examples of Occupations 1. Work in a nursing home 2. Work for a health institution/provide home health care 3. Work in a retirement home 4. Work as a mother's helper								
K. Nurse Aide for the Aged	1	2	3	4	1	2	3	4
Examples of Occupations 1. Work in a nursing home 2 Work in a hospital unit for the elderly 3. Work as a trained sitter for the elderly in their own homes 4. Companion to the aged								
L. Clothing Service	1	2	3	4	1	2	3	4
Examples of Occupations 1. Work as a fashion dress-maker, tailor in a clothing shop 2. Own your own custom sewing or seamstress shop 3. Work in an alterations shop 4. Work in a retail store (alterations, tailoring, or fitting) 5. Work in a bridal shop								

CAREER FIELDS	YOUR INTEREST				YOUR NEED FOR TRAINING			
	No Interest	Little Interest	Some Interest	Great Interest	No Need	Little Need	Some Need	Great Need
L. Clothing Service Continued								
Examples of Occupations								
6. Garment factory seamstress 7. Sales clerk in cloth & sewing notions department								
M. Dry Cleaning and Laundry	1	2	3	4	1	2	3	4
Examples of Occupations								
1. Work in a dry cleaning & laundry business as a counter sales person 2. Work as a presser or spotter in a dry cleaner 3. Work as a seamtress and mender 4. Work as an attendant in a coin-operated laundromat/ dry cleaning establishment								
N. Housekeeping Management Asst.	1	2	3	4	1	2	3	4
Examples of Occupations								
1. Work in a motel or hotel as a housekeeper 2. Work in educational institutions (dormitory, or classroom & office buildings) 3. Work in business office buildings 4. Work in a private home as a homemaker's assistant 5. Home appliance sales & demonstrator								

CAREER FIELDS	YOUR INTEREST				YOUR NEED FOR TRAINING			
	No Interest	Little Interest	Some Interest	Great Interest	No Need	Little Need	Some Need	Great Need
O. Home Furnishing Aide	1	2	3	4	1	2	3	4
Examples of Occupations 1. Work in interior design studio or store department 2. Work in home furnishing department in a store 3. Work in drapery-making or upholstery shop								
P. Cosmetology	1	2	3	4	1	2	3	4
Examples of Occupations 1. Hairstylist in hair salon 2. Own your own hair salon 3. Wig sales & stylist in a wig shop or department 4. Manicurist in a beauty salon 5. Shampooer in a beauty salon 6. Cosmetic sales & demonstrator in a shop or cosmetic department								
Q. Data Processing	1	2	3	4	1	2	3	4
Examples of Occupations 1. Key Punch Operator 2. Verifier 3. Computer Operator 4. Tape Librarian								

CAREER FIELDS	YOUR INTEREST				YOUR NEED FOR TRAINING			
	No Interest	Little Interest	Some Interest	Great Interest	No Need	Little Need	Some Need	Great Need
R. Distribution and Sales	1	2	3	4	1	2	3	4
Examples of Occupations								
1. Sales clerk in a department store								
2. Sales clerk in a clothing store								
3. Cashier in a discount or grocery store								
4. Cashier in a canteen								
5. Store manager or owner								
6. Bridal consultant								
7. Product or equipment demonstrator								
8. House-to-house salesman								
9. Gift wrapper in a store								
10. Fountain clerk								
11. Appliance or furniture store sales clerk								
12. Stock clerk and price-tagging ticketer								
13. Store window decorator								
S. General Office & Clerical Work	1	2	3	4	1	2	3	4
Examples of Occupations								
1. Accountant/bookkeeper in an office								
2. Cashier in a store								
3. Billing machine operator								
4. File clerk in an office								
5. Duplicating machine operator in an office or school								
6. Receptionist in an office								
7. Secretary in an office								

CAREER FIELDS	YOUR INTEREST				YOUR NEED FOR TRAINING			
	No Interest	Little Interest	Some Interest	Great Interest	No Need	Little Need	Some Need	Great Need
S. <u>General Office & Clerical Work Continued</u> Examples of Occupations 9. Stenographer in an office 10. Typist in an office								

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Appendix B

Record Collection Form

Name _____

1. Birthdate _____

   Age _____16-19 years _____40-49 years

   _____20-29 years _____50-59 years

   _____30-39 years _____60-69 years

2. Race _____Black _____White _____Other

3. Conviction date_____ Parole date_____
   Discharge date_____

4. Reading level score _____

5. Course work
   Grade level completed:

   _____grade 1-5 _____grade 9-12
   _____grade 6-8 _____beyond grade 12

   Present educational program:

   _____vocational training
   _____regular school
   _____GED
   _____Other (describe)_____

   Degrees/Certificates completed:

   _____less than high school diploma
   _____high school diploma or GED certificate
   _____associate degree (2-year community college diploma)
   _____baccalaureate degree (4-year college diploma)
   _____more than baccalaureate degree
   _____Other (Describe)_____

Demographic Questionnaire

QUESTIONNAIRE NAME_____

DIRECTIONS: Read each item carefully and check the appropriate answer.

1. How old are you?
   _____16-19 years _____30-39 years _____50-59 years
   _____20-29 years _____40-49 years _____60-69 years
   _____over 69 years

2. What is your marital status?
   _____married _____divorced
   _____widowed _____separated _____never married

3. What grade level have you completed?
   _____grade 1-5 _____grade 9-12
   _____grade 6-8 _____beyond grade 12

4. Are you attending school here? _____yes _____no
   If yes, what program are you in?
   _____vocational training _____GED
   _____regular school _____Other (describe)_____
   Were you in the same program last year?_____yes _____no

5. Circle the letters of the jobs from the checklist for which you have received special training. A B C D E F G H I J K L M N O P Q R S

6. Circle the letters of the jobs from the checklist in which you have worked for three or more months.
   A B C D E F G H I J K L M N O P Q R S

7. How much education would you like to get?
   _____less than high school diploma
   _____high school diploma or GED certificate
   _____associate degree (2-year community college diploma)
   _____baccalaureate degree (4-year college diploma)
   _____more than baccalaureate degree

8. How much education do you think you will actually get?
   _____less than high school diploma
   _____high school diploma or GED certificate
   _____associate degree (2-year community college diploma)
   _____baccalaureate degree (4-year college diploma)
   _____more than baccalaureate degree

9. Do you intend to look for work on the outside within 6 months after leaving the correctional center?
   _____yes, definitely _____maybe _____don't know
   _____yes, probably _____no

10. If you do not plan to work on the outside, what are your reasons?
    _____health reasons _____other personal family reasons
    _____husband(parents) would not permit _____lack of experience,education, skill
    _____believe no work is available _____none of the above or no reason

11. How many hours would you be willing to work on the outside?
    ___under 20 ___20-35 ___40 ___over 40

12. What wage or salary do you expect for full-time employment?
    ___less than $5,000 a year ___$11,000 to $15,000 a year
    ___$6,000 to $10,000 a year ___over $15,000 a year

W O T M
1 2 3 4

5 6 7
DO NOT WRITE HERE

8

9

10

11

12 13 14 15 16

17 18 19 20 21

22 23 24 25 26 27

28 29 30 31 32 33

34 35

36 37 38 39 40 41

42 43 44 45 46 47

48 49 50 51 52 53

54

55

56

57

58 59 60 61 62 63

64

65

Appendix C

Offender Interview Sheet
(Confidential)

Interview Time_____ Date Completed_____

Interviewed by_____

1. What is your name?_____

2. How old are you? ____16-19 years ____30-39 years ____50-59 years
____20-29 years ____40-49 years ____60-69 years

3. What grade level of school have you completed? grade 1-5 ____
grade 6-8 ____
grade 9-12____
beyond 12 ____

4. When were you received at this Institution?_____

5. What is your parole eligibility date?_____

6. What is your discharge date?_____

7. Have you been held at this Institution before?_____

8. a. What work have you been assigned at the Center?

Prison Industry: ____greenhouse ____craft shop
____key punch ____canteen assignment

Maintenance: ____laundry ____clinic assistant
____cleaning ____storeroom
____kitchens ____auto mechanics
____bakery ____painter
____staff kitchens

Clerical Work ____clerical position

Other Work: ____(describe)_____

b. What did you learn on the work assignment?_____

c. If you did not have a work assignment, what was the reason?_____

_____

9. What types of job training have you received here? How much time were you in job training?

a. Business/Secretarial . . . . . yes no Time_____
b. Cosmetology . . . . . yes no Time_____
c. Computer Keypunching/Data Processing . . yes no Time_____
d. Industrial Factory Sewing . . . . . yes no Time_____

10. Did you complete the job training?.....yes no
    Why didn't you?_____

11. What types of job training are available at the Correctional Center?

    a. Classroom vocational training.....yes no
    b. On-the-job training in prison industries.....yes no
    c. Off-the-job training related to prison industries....yes no
    d. On-the-job training in maintenance & operations.....yes no
    e. Off-the-job training in maintenance & operations.....yes no
    f. On-the-job training in clerical work.....yes no
    g. Off-the-job training in clerical work.....yes no
    h. Other_____

12. What are the types of job training available here?

    a._____
    b._____
    c._____
    d._____

13. Are you currently receiving any job training?.....yes no

14. If you are receiving job training, will you complete it before you leave?.....yes no

15. If you won't, why not?_____

16. What is your present training assignment?_____

17. How long were you in the Institution before assigned into a training program?_____

18. Did you have a choice in the training programs you were assigned?
    .....yes no

19. How would you rate your present training program? Excellent_____
    Very good_____
    Fair_____
    Good as could be expected____

20. What are all the training programs you have been in here? How would you rate them? What is your reason for rating them in this way?

Training Program	Rating	Reason for Rating
_____	_____	_____
_____	_____	_____

21. Is there any training here which you wanted to get, but didn't?
.....yes no

22. What did you want?_____

23. Why didn't you get it?_____

24. What type of training did you want that wasn't provided here?
_____

25. Do you have a job waiting for you when you get out?.....yes no

26. If yes, what is it?_____

27. If yes, how did you get it?

a. Have it before you came here?.....yes no
b. Received help from someone here to get it?.....yes no
c. Received help from Aid Sir or Voc. Rehab. or some other agency?.....yes no
If yes, what organization?_____

28. If a better job becomes available, would you take it?_____

29. Is the job that is waiting for you similar to a job you had here?
.....yes no
If yes, what?_____

30. Was the training you received here helpful in getting this job?
.....yes no don't know

31. Is the job waiting for you like those you had on the outside before coming here?.....yes no

32. How does the job waiting for you compare in pay and prestige and recognition to the one you had before you came to the Correctional Center? better_____worse_____same_____

33. If you don't have a job waiting for you when you get out, what type of job would you like?_____

34. How do you hope to get this job?_____

35. Will anyone here or elsewhere help you get the job?.....yes no

36. Is this type of job similar to one for which you received training while here?.....yes no

37. Is the job you want similar to the ones you had before coming here?
.....yes no

38. What type of jobs have you had on the outside?_____
_____

Interview Permission Form*

PURSUANT TO GUIDELINE #600: RESEARCH

Description of the study: This study involves job training programs presently offered at the Correctional Center for Women, and some new occupations courses which are being considered. You can help us in planning for new courses by filling out a questionnaire. The questionnaire lists some occupations for which training might be offered at this institution. If possible, courses will be offered in some of the career fields for which the most interest is shown. Also, you may be asked to talk to an interviewer to explain your interests in career training. Your name will not be revealed.

I have read the above paragraph and have had an opportunity to ask questions about my participation in the study. I understand that my identity in this study will be kept confidential. My participation in the study is entirely voluntary and should I decide at any time during the study to end my participation I am free to do so.

I absolve the Department of all responsibility of the use and effects of information given in this study.

(✓) I agree to be interviewed by: Kathy Novak, Era Looney, and Roberta Minish representing Virginia Polytechnic Institute & State University at the institution to which I am assigned, on October 27, 1976.

( ) I do not wish to participate.

_____ _____

Date Signature of Participant

_____ _____

Date Signature of Witness

*Form used by research project personnel to obtain data from offenders.

Appendix D

Cross Tabulations of Specific Need by Specific Interest

Rank Order		Percent Great Interest & Great Need	Percent Great Interest	Percent Great Need
1	*Data Processing	33.8	55.4	47.3
2	Child Care Assistant	31.5	60.3	35.6
3	*General Office & Clerical Work	24.3	55.4	39.2
4	Nurse Aide for Aged	23.3	39.7	38.4
5.5	**Clothing Service Machine Repair	20.3	43.2	35.1
5.5	Health Home Aide	20.3	41.9	32.4
7	Drapery Making	17.6	24.3	45.9
8	Home Furnishing Aide	14.9	27.0	31.1
9.5	*Cosmetology	13.5	39.4	39.2
9.5	**Distribution & Sales--Receiving Clerk	13.5	31.1	24.3
11.5	**Small Home Appliance Repair	12.3	16.4	38.4
11.5	**House Painting & Wallpapering	12.3	27.4	30.1
13	**Floriculture	12.2	20.3	33.8
14	Dry Cleaning & Laundry	9.6	16.4	23.3
15.5	**Landscape Design	9.5	16.2	33.8
15.5	**Upholstery & Furniture Refinishing	9.5	17.6	40.5
17.5	Hotel-Motel Training	8.1	25.7	23.0
17.5	Catering	8.1	24.3	24.3
19	Housekeeping Management Assistant	6.8	17.8	16.4

*Currently in operation
**Nonstereotyped

Appendix E

Sources of Curriculum Materials Catalogs

Indiana State University
Indiana Curriculum Materials Center
Technology Annex West
Terre Haute, IN 47809

Ohio Distributive Education Materials Laboratory
1885 Neil Avenue
115 Townshend Hall
Columbus, OH 43210

Oklahoma State Department of Vocational and
Technical Education
Curriculum and Instructional Materials Center
1515 West Sixth Avenue
Stillwater, OK 74074

Texas Tech University
Home Economics Instructional Materials Center
Lubbock, TX 79409

University of Alabama, Instructional Materials
Trade and Industrial Education
P.O. Box 2847
University, AL 35486

University of Missouri-Columbia
Instructional Materials Laboratory
10 Industrial Education Building
Columbia, MO 65201

The University of Texas at Austin
Instructional Materials Center
LCG-305
Austin, TX 78712

Appendix F

Model Curricula and Materials Format

Each vocational training program model (module curriculum guide) includes the following:

1. Module Topic Outline
2. Behavioral Objectives
3. Competencies
4. Teaching-Learning Strategies
5. Sample Student Performance Evaluations
6. Suggested References
7. Suggested Supplemental Materials, Media, and Equipment

Each set of instructional materials or packages includes the following:

1. Introduction. Information is provided which sets the stage for learning. A need for instruction is established and prerequisites are specified.
2. Objectives. Objectives are specified which focus on actual performance in the occupational role. Each objective includes a description of the activity to be performed as well as conditions and level of acceptable performance.
3. Teaching-Learning Strategies. Each package describes teaching-learning strategies for the achievement of specified objectives. Alternative strategies are provided wherever possible.
4. Resource Materials. Materials developed by project staff are included while other relevant items are referenced.

5. Evaluation. Each package includes pre-post criterion referenced measures. They are designed to allow students to "test out" of a package if proficiency can be demonstrated.

A variety of formats of instructional materials were developed for use with students:

1. programmed
2. individualized learning packages
3. group lesson plans

Appendix G

Tables of Specification

Occupational Area Child Care Aide

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pre-/Post-Test Items / Pilot-Test Objectives	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Given a menu and necessary instructions, foods, and supplies, prepare food for an infant and feed him/her according to the instructor's checklist with all applicable items rated "acceptable".	X																			
Given an infant (or doll), tub, water, soap, towel, and other supplies, demonstrate correctly bathing the infant (doll) according to Red Cross guidelines.		X	X	X	X	X	X	X	X	X			X	X	X					
Given a doll and a diaper, demonstrate 2 diaper folds and change a diaper on the doll.											X	X								
Given instruction, class discussion and a list of physical characteristics and behavior patterns in children, identify in writing whether each characteristic is prevalent at infancy, one month, three months, six months, eight months, 10 months, 1 year, 18 months, 2 years, 3 years, 4 years, 5 and/or 6 years of age.																X	X	X	X	X

Occupational Area Child Care Aide

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pilot-Test Objectives \ Pre-/Post-Test Items	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Given a menu and necessary instructions, foods, and supplies, prepare food for an infant and feed him/her according to the instructor's checklist with all applicable items rated "acceptable".														X	X	X	X			
Given instruction, class discussion and a list of physical characteristics and behavior patterns in children, identify in writing whether each characteristic is prevalent at infancy, one month, three months, six months, eight months, 10 months, 1 year, 18 months, 2 years, 3 years, 4 years. 5 and/or six years of age.	X	X	X	X	X	X	X	X	X											
Given a list of five nutritional requirements, identify in writing those that are appropriate for adults (mark with an A) and those appropriate for children (mark with a C)										X	X	X	X					X	X	X

Page 3

Occupational Area Child Care Aide

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pilot-Test Objectives \ Pre-/Post-Test Items	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
Given a list of five nutritional requirements, identify in writing those that are appropriate for adults (mark with an A) and those that are appropriate for children (mark with a C)	X	X																		
Given three case situations involving accidental injuries of children in a day-care center, demonstrate (by role play) all the reporting and first-aid procedures one would follow in each situation.			X	X	X															
Given instruction and explanation, summarize the instruction by orally identifying five out of the six types of child care programs which have been described.						X	X						X							
Given a written description of child care services, describe in writing two advantages for the child, two advantages for the family and one advantage for the community.								X	X	X	X	X								
Given instructions, paper and pencil, and after instructor discussion identify three characteristics, two attributes, and 2 qualifications of a child care worker.														X	X	X	X	X	X	X

Occupational Area Clothing

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pre-/Post-Test Items / Pilot-Test Objectives	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Given a list of terms and definitions, trainee will accurately use terminology identified with the manufacture of fabrics.	X									X										
Given written information and actual fabric swatches, trainee will label swatches according to fiber(s) present.	X																			
For a variety of fabrics, trainee will employ construction techniques suitable for special fabrics (i.e. velvet, corduroy, pile, twist knits, twills, and plaids.	X																			
Given a display of sewing thread, match each to written descriptions according to size and ply of thread, twist of thread, composition and uses of thread.	X																			
Given a power machine and/or a machine diagram, locate and name orally its basic parts.																				

Page 2

Occupational Area Clothing

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pre-/Post-Test Items / Pilot-Test Objectives	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Given power sewing machines (i.e., lockstitch, overlock, button, buttonhole, and blind-stitch), list in writing the specific functions of each.			X																	
Given common stitching maladjustments (i.e. breaking of needle thread or bobbin thread, skipping stitches, puckered seams, breaking or damage to needle), perform a prescribed series of checks until stitching is corrected in each case.		X																		
List in writing 3 types of information necessary for operating a home business and specify information sources.					X															
Given a 3 1/2" x 2" wallet-size card, design a business card for a custom sewing service.					X			X												
List four contacts where business cards may be left to publicize a custom sewing service.								X												

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Occupational Area Clothing

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pre-/Post-Test Items / Pilot-Test Objectives	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Given a list of alterations, prepare a tentative price list for each type of alteration and state how appropriate charges can be confirmed in a given location.					X															
List four paper forms or organization aids required for operating a custom sewing business and state two benefits of using them.					X															
Given a statement (bill) and a work ticket, fill them out for a sample transaction.					X															
Given a school notebook, organize it for use as a ledger, with an envelope for keeping monthly payment receipts.					X															
Given an appointments calendar, write in a reminder for completing a sample work order.								X												

Occupational Area Clothing

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pre-/Post-Test Items / Pilot-Test Objectives	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Given a small card file, fill out an information card for a fictitious customer.								X												
Given a garment rack, clothes bag, and covered coat hanger, prepare a display of an area organized for keeping work in progress.					X															
List 10 of the essentials for preparing a niche in a home, suitable for a custom sewing business (i.e. industrial or home sewing machine, ironing board and steam iron, cutting surface, press cushions, telephone and message pad, customer seating with rack for fashion magazines or pattern catalogs, coatrack, mirror for fittings, desk and perhaps typewriter for paperwork, posture chair, a variety of extra threads and fasteners, garment rack).					X															

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Occupational Area Clothing

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pre-/Post-Test Items / Pilot-Test Objectives	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Given a paper tracing of a skirt sloper, convert the side dart to flare by the slash method.									X											
Given a paper tracing of a sheath sloper, make a french dart design by closing the bust-fitting dart by the slash method.									X											
Given a paper pattern made from a bodice sloper, label the following items on the pattern: Center Front, Fold line, Notches, Grainline, Name of pattern piece.				X																
Given a sloper, describe orally how it is made.				X																
Given a bodice sloper and a small piece of paper, draft and cut out a pattern piece for a fitted facing.				X																

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Occupational Area Clothing

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pre-/Post-Test Items / Pilot-Test Objectives	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Given a bodice sloper and a large piece of paper, make a shoulder dart design by moving the bust-fitting dart to the shoulder by the pivot method.									X											
Given a bodice sloper and a large piece of paper, make a french dart design by closing the waist-fitting dart and the bust-fitting dart using the pivot method.									X											
Given a paper tracing of a bodice sloper, make a shoulder dart design by moving the bust-fitting dart to the shoulder by the slash method.									X											
Given a paper tracing of a skirt sloper, convert the side dart to flare by the pivot method.									X											

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Occupational Area Floriculture

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pilot-Test Objectives \ Pre-/Post-Test Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Given a variety of learning experiences and instructions, identify job opportunities, duties, and responsibilities in retail florist establishments.																				
Given opportunities for personal assessment, determine individual qualifications which should be improved for entry into floristry occupations.										X	X						X			
Given a variety of learning activities and experiences, use a variety of techniques appropriate for selling floral merchandise.	X					X		X	X			X	X	X	X	X				
Given various business forms used for transactions by floriculture aides, complete them.												X				X				
Given a variety of activities and experiences, determine supplies and equipment essential to a successful business and where supplies and equipment may be obtained and in what quality and quantity.		X																		

Page 2 Occupational Area Floriculture Aide

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pre-/Post-Test Items / Pilot-Test Objectives	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Given a variety of learning activities and experiences, utilize the basic elements of effective floral merchandise display.																				
Given activities and experiences, prepare several varieties of flowers and greenery for storing and handling, and acquaint customers with techniques for arranging and caring for cut flowers and foliage.							X													
Given a variety of learning experiences and activities, diagnose and treat common plant disorders caused by plant pests and diseases and various environmental factors.			X	X																
Given a variety of activities and experiences, prepare and deliver floral arrangements and foliage plants to customers according to specified conditions.		X				X														
Given a variety of learning activities and materials, including diagrams and charts, follow recommended procedures for caring for			X	X														X	X	

(Continued)

Page 3 Table of Specifications for Pre-/Post-Tests (Pilot Study)

Occupational Area Floriculture Aide

Pilot-Test Objectives / Pre-/Post-Test Items	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
(Continued) several different varieties of potted plants. Specifically, the trainee will be able to: 1. Receive and store potted plants. 2. Provide customers with information about the care of potted plants. 3. Determine common names of more common potted plants. 4. Determine common pathological symptoms in potted plants and follow procedures to treat them.		X	X																	
Given samples of several soil conditioners, chemicals, and mulches (i.e., shredded bark and sawdust), and various combinations of the above, label each according to name, contents, function, and use; and demonstrate methods of soil sterilization.																				

Page 4 Occupational Area Floriculture Aide

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pre-/Post-Test Items / Pilot-Test Objectives	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Given a variety of types of plants control environmental factors (i.e., light, quality and duration of soil, temperature, soil aeration, and fertilizers to insure healthy growth.																				
Given a variety of activities and experiences, propagate various plants suitable for a retail flower shop operation.	X	X	X																	
Given a variety of learning activities and experiences, identify flowers requiring the use of wire and identify and use various sizes of floral wire and accessories required in preparing floral arrangements.																				
Given various activities and experiences, use flowers in making arrangements suitable for special occasions; develop a seasonal display calendar.																				

Page 5 Occupational Floriculture Aide

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pre-/Post-Test Items / Pilot-Test Objectives	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Given a variety of learning activities and supplies needed, use the three basic types of permanent flowers and plants and determine advantages and disadvantages, demonstrating special care; identify advantages of using permanent flowers and plants over using live flowers and plants.																				

Occupational Area Home Health Aide

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pilot-Test Objectives \ Pre-/Post-Test Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Given a variety of activities and experiences, perform all assigned exercises related to health maintenance procedures of a home health aide to the instructor's specifications.	X	X		X		X	X				X	X								
According to the instructor's examples, demonstrate procedures for recognizing illness required of a home health aide.					X			X	X	X										
Given a set of procedures, move and position a patient in a simulated clinic setting.																				
Following medically accepted procedures, perform basic personal services for the bed patient.																				
In a simulated clinic setting, perform skills identified as transfer activities provided for a patient in a private or nursing home situation.																				
To the instructor's approval, perform all required skills related to the home health aide's responsibilities regarding diets, medicines, and treatments for patients.			X																	

Occupational Area Receiving Clerk

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pilot-Test Objectives \ Pre-/Post-Test Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Following instructor's guidelines, complete introductory material for Receiving Clerk course.	X		X	X																
Through accurate completion of programmed material, demonstrate an understanding of modern receiving procedures basic to the work of a receiving clerk.	X	X			X	X	X	X	X											
Following instructor's prescribed procedures, perform all assignments related to the work of a receiving clerk when a shipment arrives.												X	X	X	X	X				
On the basis of completed projects, exhibit an understanding of procedures for checking and marking claims.															X					
Apply procedures for marking merchandise through completion of assigned program.		X																		
To the instructor's approval, complete projects exhibiting comprehension of systems for transporting and stocking goods.										X										

Page 2

Occupational Area Receiving Clerk

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pilot-Test Objectives \ Pre-/Post-Test Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Demonstrate through written exercises the ability to handle vendor returns.															X					
Following a training plan, perform all tasks for receiving.										X		X	X	X						

Occupational Area Sanitarian Aide

Table of Specifications for Pre-/Post-Tests (Pilot Study)

Pre-/Post-Test Items / Pilot-Test Objectives	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Following the instructions, procedures, trainees review all introductory materials for the programmed course for sanitarian aide.																				
After completing assigned programmed materials, demonstrate comprehension of how to control infection.	X	X	X						X											
Through the correct completion of programmed materials, recognizes the importance of keeping the patients' surroundings clean.									X											
After completing all frames in Section III of the programmed worksheet shows understanding of procedures for taking care of sanitary equipment.												X	X	X	X					
Following a training performs all tasks for a sanitarian aide trainee at a satisfactory level of achievement.																				

Appendix H

Pilot Test Item Analyses

Child Care Aide

Name	Total Points on Test	Pre-Test Score	Post-Test Score	Improvement
1. ____	69	27	64	37
2.		41	64	23
3.		41	68	27
4.		23	49	26
5.		33	66	33
6.		45	66	21

Clothing Services & Machine Repair Helper

Name	Total Points on Test	Pre-Test Score	Post-Test Score	Improvement
1. ____	23	11	12	1
2.		8	13	5
3.		13	19	6
4.		13	20	7
5.		14	17	3
6.		11	21	10
7.		13	18	5

Floriculture Assistant

Name	Total Points on Test	Pre-Test Score	Post-Test Score	Improvement
1. ____	30	1	22	21
2.		15	16	1
3.		18½	27	8½
4.		25½	29	3½
5.		29	30	1
6.		21	11	10
7.		20	29	9
8.		11	29	18
9.		21½	27	5½
10.		14	27	13
11.		16	27	11
12.		18½	27	8½
13.		20	26	6
14.		16½	22½	6

Home Health Aide

Name	Total Points on Test	Pre-Test Score	Post-Test Score	Improvement
1. ____	21	12½	18½	6
2.		10½	20	9½
3.		8	20	12
4.		8	20	7
5.		5½	19	14½
6.		10	20	10
7.		14½	21	6½
8.		15	18	3
9.		11½	20	8½
10.		6½	20½	14

Receiving Clerk

Name	Total Points on Test	Pre-Test Score	Post-Test Score	Improvement
1. ____	27	0	16	16
2.		7	17½	10½
3.		4	18½	14½
4.		7½	24½	17
5.		9	19	10
6.		14½	26	11½
7.		15	24½	9½

Sanitarian Aide

Name	Total Points on Test	Pre-Test Score	Post-Test Score	Improvement
1. ____	24	15	23	8
2.		17	22	5
3.		11	19	8
4.		17	19	2
5.		20	24	4
6.		16	24	8
7.		19	10½	1½

Appendix I.

Materials Pilot-Test Report (Trainee Interview)

Interviewer's Name: _____ Date: _____

Trainee's Name: _____ Completed Needs Assessment? ____

Occupational Package Title: _____

Type of Instruction Used: _____

Directions: Please ask the trainee to respond to the following questions and indicate their view by placing a check in the blanks provided with each question. Supply comments as needed.

1. Were the occupational materials easy to understand/read?

____ Definitely yes Comments:

____ Yes

____ Not sure

____ No

____ Definitely not

2. How much assistance did you need from a resource person to complete the assignments/demonstrations/study questions?

____ A lot Comments:

____ Some

____ A little

____ Very little

____ None

3. Were you kept well informed by the instructor/supervisor/programmed materials as to how well you were doing as you progressed through the lessons?

____ Definitely yes Comments:

____ Yes

____ Not sure

____ No

____ Definitely no

4. Did the programmed instruction/instructional packages/ group instruction seem well organized?

____ Definitely yes Comments:

____ Yes

____ Not sure

____ No

____ Definitely no

5. Did you seem to have enough time to complete the assignments/demonstrations/study questions which you were asked to do?

____ Definitely yes Comments:

____ Yes

____ Not sure

____ No

____ Definitely no

6. Was the content something you did not already know?

____ Definitely yes Comments:

____ Yes

____ Not sure

____ No

____ Definitely no

7. Were the learning activities worth your time?

____ Definitely yes Comments:

____ Yes

____ Not sure

____ No

____ Definitely no

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8. Did the method of your learning activities (demonstration in group instruction/individualized instruction/programmed course) help you achieve what you were asked to do?

____ Definitely yes Comments:

____ Yes

____ Not sure

____ No

____ Definitely no

9. Were the pictures/charts/films and other visual materials used in your instruction helpful?

____ Definitely yes Comments:

____ Yes

____ Not sure

____ No

____ Definitely not

10. Did you enjoy your classes?

____ Definitely yes Comments:

____ Yes

____ Not sure

____ No

____ Definitely not

11. What did you like best? (Consider the following)

____ Type of instruction (programmed/group/individualized)

____ Assistance from resource person

____ Feedback on your progress Comments:

____ Content of the lessons

____ Assignments

____ Method of activities

____ Media and illustrations

12. What did you like least? (Consider the following.)

____ Type of instruction (programmed/group/individualized)

____ Assistance from resource person

____ Feedback on your progress Comments:

____ Content of the lessons

____ Assignments

____ Method of activities

____ Media and illustrations

13. Would you like to complete a whole training program for the area you received instruction in? Why?

____ Definitely yes Comments:

____ Yes

____ Not sure

____ No

____ Definitely not

14. If yes to the above, would you want it presented the same way?

____ Definitely yes Comments:

____ Yes

____ Not sure

____ No

____ Definitely no

15. If no, how would you suggest that the occupational materials be presented?

____ Group instruction Comments:

____ Programmed instruction

____ Individualized instruction

____ Other (Please specify.)

16. Would the occupational materials be useful for a later group in this correctional center? Yes Not sure No

17. Would these materials be useful for other correctional centers?

18. Other comments? (Please record on back of page.)

Materials Pilot-Test Summary

Occupational Package Title: Child Care Aide

Type of Instruction Used: Group

Number of Participants: 6

	Definitely yes	Yes	Not sure	No	Definitely no
1. Materials are easy to understand.	30.0	70.0			
2. Assistance needed from a resource person.*	10.0	20.0			70.0
3. Method of instruction kept you informed of progress.	10.0	90.0			
4. Materials were well organized.	30.0	60.0		10.0	
5. Amount of time to complete activities was adequate.	20.0	50.0		30.0	
6. Content was something you did not already know.		30.0		70.0	
7. Learning activities were worth your time.	20.0	70.0		10.0	
8. Method of instruction helped achieve objectives.	30.0	70.0			
9. Pictures/charts/films were helpful.	30.0	70.0			
10. Taking the classes was enjoyable.	30.0	60.0		10.0	
13. Would like to complete whole training program.	20.0	70.0		10.0	
14. Would like to complete whole training program using same method of instruction.		70.0	10.0--no response	20.0	

*Possible responses were: A lot, Some, A little, Very little, None, respectively.

Materials Pilot-Test Summary

Occupational Package Title: Clothing Services & Machine Repair Helper

Type of Instruction Used: Individual

Number of Participants: 8

	Definitely yes	Yes	Not sure	No	Definitely no
1. Materials are easy to understand.	12.5	75.0		12.5	
2. Assistance needed from a resource person.*	37.5	12.5	37.5	12.5	
3. Method of instruction kept you informed of progress.	12.5	62.5		25.0	
4. Materials were well organized.	12.5	87.0			
5. Amount of time to complete activities was adequate.		75.0		25.0	
6. Content was something you did not already know.	12.5	50.0	12.5	25.0	
7. Learning activities were worth your time.	12.5	87.5			
8. Method of instruction helped achieve objectives.		100.0			
9. Pictures/charts/films were helpful.		100.0			
10. Taking the classes was enjoyable.		100.0			
13. Would like to complete whole training program.		87.5		12.5	
14. Would like to complete whole training program using same method of instruction.		12.5--no response 62.5		25.0	

*Possible responses were: A lot, Some, A little, Very little, None, respectively.

Materials Pilot-Test Summary

Occupational Package Title: Floriculture

Type of Instruction Used: Group

Number of Participants: 14

	Definitely yes	Yes	Not sure	No	Definitely no
1. Materials are easy to understand.	30.8	61.5	7.7		
2. Assistance needed from a resource person.*	38.5	38.5	7.7	7.7	7.7
3. Method of instruction kept you informed of progress.	23.1	61.5	7.7	7.7	
4. Materials were well organized.	15.4	84.6			
5. Amount of time to complete activities was adequate.	15.4	69.2		15.4	
6. Content was something you did not already know.	15.4	76.9		7.7	
7. Learning activities were worth your time.	38.5	61.5			
8. Method of instruction helped achieve objectives.	23.1	76.9			
9. Pictures/charts/films were helpful.	7.7	92.3			
10. Taking the classes was enjoyable.	46.2	53.8			
13. Would like to complete whole training program.	30.8	38.5	7.7	15.4	7.7
14. Would like to complete whole training program using same method of instruction.	7.7	69.2	23.1--no response		

*Possible responses were: A lot, Some, A little, Very little, None, respectively.

Materials Pilot-Test Summary

Occupational Package Title: Home Health Aide

Type of Instruction Used: Group

Number of Participants: 10

	Definitely yes	Yes	Not sure	No	Definitely no
1. Materials are easy to understand.		90.0	10.0		
2. Assistance needed from a resource person.*	40.0	10.0	30.0	20.0	
3. Method of instruction kept you informed of progress.	10.0	90.0			
4. Materials were well organized.		100.0			
5. Amount of time to complete activities was adequate.		100.0			
6. Content was something you did not already know.	10.0	80.0		10.0	
7. Learning activities were worth your time.	20.0	80.0			
8. Method of instruction helped achieve objectives.	10.0	90.0			
9. Pictures/charts/films were helpful.	10.0	90.0			
10. Taking the classes was enjoyable.	20.0	80.0			
13. Would like to complete whole training program.	20.0	80.0			
14. Would like to complete whole training program using same method of instruction.		100.0			

*Possible responses were: A lot, Some, A little, Very little, None, respectively.

Materials Pilot-Test Summary

Occupational Package Title: Receiving Clerk

Type of Instruction Used: Programmed

Number of Participants: 7

	Definitely yes	Yes	Not sure	No	Definitely no
1. Materials are easy to understand.	14.3	71.4	14.3		
2. Assistance needed from a resource person.*		57.1	14.3	28.6	
3. Method of instruction kept you informed of progress.		71.4	28.6		
4. Materials were well organized.	14.3	85.7			
5. Amount of time to complete activities was adequate.	28.6	71.4			
6. Content was something you did not already know.	14.3	71.4		14.3	
7. Learning activities were worth your time.	57.1	42.9			
8. Method of instruction helped achieve objectives.		100.0			
9. Pictures/charts/films were helpful.	14.3	71.4	14.3		
10. Taking the classes was enjoyable.	28.6	71.4			
13. Would like to complete whole training program.	28.6	42.9	14.3	14.3	
14. Would like to complete whole training program using same method of instruction.		71.4	28.6--no response		

*Possible responses were: A lot, Some, A little, Very little, None, respectively.

Materials Pilot-Test Summary

Occupational Package Title: Sanitarian Aide

Type of Instruction Used: Programmed

Number of Participants: 7

	Definitely yes	Yes	Not sure	No	Definitely no
1. Materials are easy to understand.	28.6	71.4			
2. Assistance needed from a resource person.*			14.3	28.6	57.1
3. Method of instruction kept you informed of progress.		85.7	14.3		
4. Materials were well organized.		100.0			
5. Amount of time to complete activities was adequate.		100.0			
6. Content was something you did not already know.		57.1		42.9	
7. Learning activities were worth your time.		100.0			
8. Method of instruction helped achieve objectives.		100.0			
9. Pictures/charts/films were helpful.	14.3	85.7			
10. Taking the classes was enjoyable.	14.3	85.7			
13. Would like to complete whole training program.		71.4		28.6	
14. Would like to ccmplete whole training program using same method of instruction.		28.6--no response 28.6	14.3	28.6	

*Possible responses were: A lot, Some, A little, Very little, None, respectively.

Appendix J.

Materials Pilot-Test Report (Instructor/Evaluator)

Name of Evaluator: _____ Date: _____

Occupational Package Title: _____

Directions: Where appropriate, place a check in front of the response which best reflects your views about the materials you have just pilot tested or evaluated. Provide any written comments that you feel are appropriate.

1. Did the package follow a logical sequence of learning?

   ____ Yes Comments:

   ____ Somewhat

   ____ No

2. Do you feel that the content was presented in a manner easy to understand?

   ____ Yes Comments:

   ____ Somewhat

   ____ No

3. Do you feel the content was covered in enough depth (in view of the time constraint)?

   ____ Yes Comments:

   ____ Usually

   ____ Usually not

   ____ Rarely

4. Did the learning sequences seem relevant to the occupational area cited?

   ____ Yes Comments:

   ____ Somewhat

   ____ No

5. Did any sections or parts of the material contain flagrant bias of an economic, ethnic, racial, sexual, or cultural nature? (Take into consideration that the materials were designed for a project direct toward females.

   ____ No

   ____ Yes (Please indicate which parts.)_____

6. Overall, how would you rate the quality of this material?

____ Very good Comments:

____ Good

____ Average

____ Poor

____ Very poor

7. What do you feel are the strengths of this material?

a. _____

b. _____

c. _____

8. What do you feel are the weaknesses of this material? (Please include suggestions for improvement of these.)

Weakness	How to Improve
a.	
b.	
c.	
d.	
e.	

9. Any additional comments? (List on back of page, please.)

Appendix K

Verification of Third-Party Evaluation

College of Education

UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Vocational and Technical Education
Peik Hall
159 Pillsbury Drive S.E.
Minneapolis, Minnesota 55455

October 28, 1977

Dr. Era Looney
200 Lane Hall
Virginia Polytechnic Institute & State University
Blacksburg, Virginia 24061

Dear Era:

This letter will serve to certify that Dr. Joel Galloway and I have served as third party evaluators for your project "Developing Program Models and Prototype Training Materials to Meet Occupational Training Needs of Adult Women Offenders from a Correctional Institution".

Dr. Galloway and I studied the materials you mailed to us in mid-October. Then, we spent Oct. 24 and 25 on the VPI & SU campus discussing the project, reviewing the materials produced by you and your staff, and providing you with an organized set of comments and recommendations designed to improve the materials and to suggest avenues for further R&D activities. You may use our comments and recommendations in any way that you believe will best benefit the project.

Both Dr. Galloway and I believe you are well on the way to accomplishing all of the tasks specified in the project proposal, and that the materials produced will assist appreciably in the vocational education of adult female inmates.

Thank you for the opportunity to work with you and your staff.

Sincerely,

Jerome Moss, Jr.
Professor and Chairperson

JM/ms

cc: Dr. Joel Galloway

Appendix L

Pilot Test Item Analyses

Child Care Aide Item Analysis

Test Item	Corrected Item-Total Correlation
1	0.0
2	0.64818
3	0.0
4	0.96363
5	0.0
6	0.0
7	0.0
8	0.03554
9	0.0
10	0.0
11	-0.29052
12	0.0
13	0.0
14	0.0
15	0.96363
16	0.96363
17	0.96363
18	0.58221
19	0.58221
20	0.58221
21	-0.08235
22	0.0
23	0.52549
24	0.0
25	-0.08235
26	0.0
27	0.0
28	0.0
29	0.0
30	0.0
31	0.0
32	0.41023
33	0.0
34	0.0
35	0.0
36	0.0
37	0.0
38	0.0
39	0.96363
40	0.0
41	0.0
42	0.0
43	0.0
44	0.0

Child Care Aide Item Analysis (continued)

Test Item	Corrected Item-Total Correlation
45	0.0
46	0.0
47	0.0
48	0.96363
49	0.96363
50	0.96363
51	0.96363
52	0.96363
53	0.0
54	0.0
55	0.0
56	0.0
57	0.0
58	0.0
59	0.0
60	0.0
61	0.96363
62	0.96363
63	0.0
64	0.0
65	0.0
66	-0.29052
67	0.0
68	0.96363
69	0.0

Clothing Services Item Analysis

Test Item	Corrected Item-Total Correlation
1	-0.49520
2	0.88403
3	0.20520
4	0.43732
5	0.27083
6	0.35943
7	0.88403
8	0.88403
9	0.0
10	0.38030

Floriculture Item Analysis

Test Item	Corrected Item-Total Correlation
1	0.76883
2	0.72073
3	0.76883
4	0.32745
5	0.60702
6	0.43702
7	0.0
8	0.0
9	0.69170
10	0.0
11	0.0
12	0.0
13	0.0
14	0.27346
15	0.0
16	0.0
17	0.04550
18	0.76883
19	0.60462
20	0.14268
21	0.73256
22	0.72073

Home Health Aide Item Analysis

Test Item	Corrected Item-Total Correlation
1	0.43059
2	0.10366
3	-0.34478
4	0.0
5	0.71006
6	-0.25000
7	0.0
8	0.22068
9	0.0
10	0.49622
11	0.78571
12	0.30408

Receiving Clerk Item Analysis

Test Item	Corrected Item-Total Correlation
1	0.14044
2	0.72882
3	0.0
4	0.28837
5	0.32038
6	0.91377
7	0.0
8	0.0
9	-0.29031
10	-0.36657
11	0.06055
12	0.53135
13	0.0
14	0.71900
15	0.63886
16	0.42251

Sanitarian Aide Item Analysis

Test Item	Corrected Item-Total Correlation
1	0.0
2	0.0
3	-0.32890
4	0.0
5	0.0
6	0.80264
7	0.80264
8	0.31716
9	0.64362
10	0.72451
11	0.0
12	0.80264
13	0.00000
14	0.80264
15	0.00000

Appendix M

Summary Sheet

Needs & Interests for Occupational Training

Occupational Area	NEED Percent			
	No Need	Little Need	Some Need	Great Need
1. Upholstery & Furniture Refinishing	33.8	5.4	20.3	40.5
2. Drapery Making	29.7	9.5	14.9	45.9
3. House Painting & Wallpapering	37.0	9.6	23.3	30.1
4. Small Home Appliance Repair	38.4	5.5	17.8	38.4
5. Floriculture	33.8	5.4	27.0	33.8
6. Landscape Design	43.2	13.5	9.5	33.8
7. Hotel-Motel Training (Hospitality)	32.4	14.9	29.7	23.0
8. Catering (Food & Service) & Bakery	35.1	6.8	33.8	24.3
9. Child Care Assistant	27.4	11.0	26.0	35.6
10. Health Home Aide	32.4	9.5	25.7	32.4
11. Nurse Aide for the Aged	28.8	17.8	15.1	38.4
12. Clothing Service	27.0	8.1	29.8	35.1
13. Dry Cleaning and Laundry	45.2	16.4	15.1	23.3
14. Housekeeping Management Assistant	42.5	20.5	20.5	16.4
15. Home Furnishing Aide	29.7	4.1	35.1	31.1
16. Cosmetology	25.7	8.1	27.0	39.2
17. Data Processing	18.9	12.2	21.6	47.3
18. Distribution and Sales	31.1	14.9	29.7	24.3
19. General Office & Clerical Work	21.6	10.8	28.4	39.2

Summary Sheet

Needs & Interests for Occupational Training

INTEREST				
Occupational Area	Percent			
	No Need	Little Need	Some Need	Great Need
1. Upholstery & Furniture Refinishing	54.1	12.2	16.2	17.6
2. Drapery Making	47.3	9.5	18.9	24.3
3. House Painting & Wallpapering	48.6	6.8	16.2	28.4
4. Small Home Appliance Repair	60.8	9.5	13.5	16.2
5. Floriculture	47.3	8.1	24.3	20.3
6. Landscape Design	67.6	6.8	9.5	16.2
7. Hotel-Motel Training (Hospitality)	43.2	8.1	23.0	25.7
8. Catering (Food & Service) & Bakery	48.6	9.5	17.6	24.3
9. Child Care Assistant	21.6	2.7	16.2	59.5
10. Health Home Aide	32.4	12.2	13.5	41.9
11. Nurse Aide for the Aged	28.8	16.4	15.1	39.7
12. Clothing Service	39.1	4.1	13.5	43.2
13. Dry Cleaning and Laundry	57.5	8.2	17.8	16.4
14. Housekeeping Management Assistant	50.7	13.7	17.8	17.8
15. Home Furnishing Aide	40.5	10.8	21.6	27.0
16. Cosmetology	37.8	12.2	17.6	32.4
17. Data Processing	24.3	5.4	14.9	55.4
18. Distribution and Sales	29.7	14.9	24.3	31.1
19. General Office & Clerical Work	24.3	4.1	16.2	55.4